

Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Health Administrative Services/BS in Health Service Administration, Long-Term Care Administration emphasis
Academic Year of Report: 2014/15
Date Submitted: November 18, 2015
Report author: Macey Buker, Instructor and HAS Program Director

Contact Information:

Phone: 801-626-7254

Email: maceybuker@weber.edu

A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if this information is current, please place an 'X' below. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.

Information is current; no changes required.

Information is not current; updates below.

Update:

The Health Administrative Services program focuses on developing the fundamental concepts, knowledge, and skills to prepare students to assume supervisor and mid-level management roles in a broad range of healthcare organizations, including hospitals, health systems, physician group practices, long-term care facilities, consulting firms, managed care and insurance companies. Focus is placed upon three areas including personal development, professional development, and applied skills. Collaboration between students, faculty, and healthcare organizations promotes the development of critical-thinking skills, systems integration, values, and community involvement in solving problems and adapting to a changing environment. The Health Administrative Services program is certified by the Association of University Programs in Health Administration (AUPHA), which requires demonstration of program excellence through a peer evaluation process.

[Health Administrative Services Website](#)

Contact Information: Macey Buker

maceybuker@weber.edu

Weber State University

3875 Stadium Way, Dept 3911

Ogden, UT 84408-3911

Marriott Health Bldg, Rm 301

(801) 626-7254

B. Mission Statement

Please review the Mission Statement for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed. If the information is not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

Mission: The DCHP Health Administrative Services Program (HAS) provides the best education and opportunities to prepare students to pursue graduate studies or employment, the best support of faculty, and the best relationships with its healthcare partners and community.

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If they are not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

Measurable Learning Outcomes

At the end of their study at WSU, students in this program will:

1) Personal Development

- a. **Communication** - Graduates will demonstrate professional level proficiency in written and oral communication, be able to communicate across health disciplines, prepare effective reports, and make business presentations.
- b. **Collaboration and Teamwork** - Graduates will be able to work effectively in teams and to collaborate and develop positive relationships with peers, subordinates and superiors.
- c. **Critical and Creative Thinking** - Graduates will be able to seek information using management tools to collect data and apply metrics, to analyze data, form conclusions and make recommendations even when dealing with ambiguities in the information.
- d. **Professionalism** - Graduates will have the ability to align personal and organizational conduct with ethical, legal, and professional standards and will be responsible for self direction.

2) Professional Development

- a. **Leadership** - Graduates will have an understanding of supervisory and management principles as well as the ability to effect change in teams and organizational units through positive influence on both peers and subordinates.
- b. **Organizational Awareness and Governance** - Graduates will understand the structure, governance, and functioning of health care entities and systems as well as the importance of integration across the health care spectrum.
- c. **Community Awareness** - Graduates will have the ability to investigate population health characteristics and assess population health needs in a local community. The graduate should demonstrate an awareness of the ecological and social factors that influence health behavior.

3) Applied Skills

- a. **Human Resources Management** - Graduates will understand and be able to implement the human resource processes needed for staffing and operating a healthcare organization.
- b. **Financial Management** - Graduates will have the ability to examine and interpret financial and accounting documents, understand and utilize budgets, understand third party payment processes, apply variance analysis and other techniques to managerial accounting information in order to understand and improve operations.

- c. ***Information Technology Management*** - Graduates will have the ability to recognize critical elements of information technology and use information technology for decision support.
- d. ***Performance Improvement and Quality Management*** - Graduates will have the ability to use quality and systems tools to measure, promote and implement quality improvement and patient satisfaction initiatives in health service organizations while accepting shared accountability for outcomes.
- e. ***Marketing and Strategic Planning*** - Graduates will have the ability to conduct an external and internal environmental analysis for a health services organization, develop a marketing plan for a health services product, and understand the principles of strategy formulation.

D. Curriculum

Please review the Curriculum Grid for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed.

If the curriculum grid is not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below

CURRICULUM MAP

Course Number	Course Name	COMPETENCIES ADDRESSED IN COURSE											
		Communication	Collaboration and Teamwork	Critical and Creative Thinking	Professionalism	Leadership	Organizational Awareness and Governance	Community Awareness	Human Resources Management	Financial Management	Information Technology Management	Performance Improvement and Quality Management	Marketing and Strategic Planning
HAS3000	The Health Care System	I	I				E	A		I			
HAS3020	Health Care Marketing	E	A	E				E					A
HAS3150	Community Health Agencies and Svcs.			U	A		E	A				I	
HAS3230	Health Communication	A	I	I	E	U			I			I	
HAS3240	Human Resources Development in HC	I				E	I		A	E		A	
HAS3260	HC Admin and Supervisory Theory	U	U		U	A	A		U				
HAS3750	Health Care Financial Administration	U	U	U	E	U	I	I		A			
HAS3320	Health Care Economics and Policy	U	U	U			E			E			
HAS4400	Legal & Ethical Aspects of Health Admin	A	E	A	E	E	E	U	E		I	E	
HAS4741	Senior Seminar	A	A	A	A	A	A	A	U	U	U	U	U
HAS4860	Internship												
HIM2330	Classification Systems Topics & Reimb.		E	U						A			
HIM3000	Computer Applications in Health Care	E	U				U				A		
HIM3200	Epidemiology and Biostatistics	U	E	A	E			E					I
HIM3300	Intro to Quality Improvement in HC	E	E									A	
HAS3190	Cultural Diversity in Patient Education	A		U				A					X
HAS4410	Clinical Instructional Design & Evaluation	U		U					I				
HAS4420	Clinical Instructional Skills	U		U					I				
HAS4520	Long Term Care Administration		I		I	I	I		E	A		A	I
HAS4525	Health Facility Operations	I			I		A		I	A			
HAS4620	International Health and Health Care	I	E	I			A	A		I		E	

I= Introduced, E= Emphasized, U= Utilized, A= Assessed, C= Comprehensive, X= Needs Updating

E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

Please be sure to include your planned assessment of any general education courses taught within your department. This information will be used to update the General Education Improvement and Assessment Committee’s planning documentation.

Assessment plan:

The program will measure student learning outcomes on a schedule that ensures course evaluation every two years. The course evaluation will assess the alignment of core competencies with curriculum and signature assignments designed to measure student learning. The course evaluation schedule will be based upon the following schedule.

- Courses to be reviewed and measured during even-years (2014-2015).
 - HAS 3000 - The Health Care System
 - HAS 3020 - Health Care Marketing
 - HAS 3150 - Community Health Agencies and Services
 - HAS 3230 - Health Communication
 - HAS 3240 - Human Resource Development in Health Care
 - HAS 3750 - Health Care Financial Administration
 - HIM 3000 - Computer Applications in Health Care
 - HIM 3200 – Epidemiology and Biostatistics
 - HIM 3300 – Introduction to Quality Improvement in Healthcare
 - HAS 3190 - Cultural Diversity in Patient Education
- Courses to be reviewed and measured during odd-years (2015-2016).
 - HAS 3260 - Health Care Administrative and Supervisory Theory
 - HAS 4320 - Health Care Economics and Policy

- HAS 4400 - Legal and Ethical Aspects of Health Administration
- HAS 4410 - Clinical Instructional Design and Evaluation
- HAS 4420 - Clinical Instructional Skills
- HAS 4525 - Health Facility Operations
- HAS 4620 - International Health and Health Care
- HAS 4740 - Senior Seminar
- HAS 4741 – Senior Seminar
- HAS 4800 - Individual Study
- HAS 4850 - Study Abroad
- HAS 4860 - Practicum/Internship
- HAS 4990 - Seminar
- HIM 2330 - Classification Systems Topics and Reimbursement Issues

F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for ‘acceptable performance’ is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

A. Evidence of Learning: Courses within the Major

(this is a sample page for purpose of illustration only; a blank template can be found on the next page)

HAS 3000 The Healthcare System					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1: Students will demonstrate university level communication (written or oral). (Communication)	Measure 1: Research Paper	At least 90% of students will earn a 70% or higher	82% of students scored 70% or higher	Students did not successfully demonstrate communication skills	Provide links to writing center and encourage students to have papers reviewed.
	Measure 2: Oral Presentation	At least 90% of students will earn a 70% or higher	100% of students scored 70% or higher	Students did successfully demonstrated communication skills	No Action Necessary
Learning Outcome 2: Students will collaborate with teammates in planning and researching a current health care issue, writing a research paper, and presenting the paper to the class (Teamwork)	Measure 1: Teamwork grade out of 40 points based on evaluation by teammates and instructor	At least 80% of students will score 32 points or more	100% of students scored 32 points or more	Students successfully demonstrated collaboration and teamwork	No Action Necessary

HAS 3020 Healthcare Marketing

Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1: Students will understand and be able to competently describe and discuss marketing research.	Measure 1: Assignment 1 for marketing plan. Identifying healthcare organizations and performing an internal analysis.	At least 95% of students will earn a 88% or higher.	97% of students scored 88% or higher.	Students successfully demonstrated understanding of marketing research.	No Action Necessary
	(Organizational Awareness and Governance, Community Awareness) Measure 2: Quiz 1 on Internal Situation Analysis	At Least 90% of the class will score 18 or more points out of 27.	74% of students scored 18 or more.	Students did not successfully demonstrated understanding of marketing research	Quiz questions are being written to reflect course content.
Learning Outcome 2: Students will understand and be able to competently describe and discuss marketing planning to include SWOT analysis, market segmentation and targeting, and setting goals and objectives.	Measure 1: Assignment 2 for marketing plan. Identifying target market segments and preparing a SWOT analysis.	At least 90% of students will earn a 83% or higher	96% of students scored a 83% or higher.	Students successfully demonstrated identifying target markets and preparing a SWOT analysis.	No Action Necessary
	Measure 2: Quiz 2 on external situation analysis and target market segmentation research	At least 90% of students will score 21 out of 30	56% of students scored 21 or more	Students did not adequately demonstrate understanding on external situation analysis and target market segmentation research	Quiz questions are being written to reflect course content.
	(Marketing and Strategic Planning) Measure 3: Quiz 3 on external situation analysis and target market segmentation research	At least 90% of students will score 23 out of 33	70% of students scored 23 or more on quiz	Students did not adequately demonstrate understanding on external situation analysis and target market segmentation research	Quiz questions are being written to reflect course content.
	Measure 4: Quiz 4 on external situation analysis and target market segmentation research	At least 90% of students will score 29 out of 42	72% of students scored 29 or more	Students did not adequately demonstrate understanding on external situation analysis and target	Quiz questions are being written to reflect course content.

				market segmentation research	
Learning Outcome 3: Students will understand and be able to competently describe and discuss marketing strategies to include marketing mix, strategies and action plans, and budgeting. (Marketing and Strategic Planning)	Measure 1: Assignment 3 for marketing plan. Identifying specific marketing objectives and listing strategies and action plans that will be used to achieve those objectives and specifying a budget amount to carry out the action plans	At least 90% of students will earn a 83% or higher	94% of students scored a 83% or higher	Students successfully demonstrated understanding of marketing strategies	No Action Necessary
Learning Outcome 4: Students will understand and be able to competently describe and discuss marketing evaluation to include completing and presenting a marketing plan while collaborating with teammates. (Marketing and Strategic Planning, Collaboration and Teamwork)	Measure 1: Develop a Marketing Plan for one of the products/services offered by the health care organization	At least 90% of students will earn a 83% or higher	94% of students scored a 83% or higher	Students successfully demonstrated understanding of developing a marketing plan	No Action Necessary
	Measure 2: Teamwork grade out of 30 points based on evaluation by teammates and instructor	At least 85% of students will score 25 points or more	99% of students scored 25 points or more	Students successfully demonstrated collaboration and teamwork	No Action Necessary
	Measure 3: Quiz 9 on evaluation	At least 80% of the class will score 14 or more points out of 21	84% of students scored 14 or more points on quiz 9	Students demonstrated understanding of marketing evaluation	No Action Necessary

HAS 3150 Community Health Agencies and Services

Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p>Learning Outcome 1: Community Awareness: Students will investigate the population health characteristics and assess population health needs of their local community. They will demonstrate an awareness of the ecological and social factors that influence health behaviors.</p> <p>(Personal and Professional Development)</p>	<p>Measure 1: Students will research and report on population and death rates of Weber Country from two different years.</p>	<p>At least 90% of students will find population and death rates of Weber Country from two different assigned years and pass with 73% or better.</p>	<p>91% of the students successfully found and reported these data with a 73% or better.</p>	<p>Students successfully demonstrated critical and creative thinking. They were able to find secondary data and interpret those data.</p>	<p>No Action Necessary</p>
	<p>Measure 2: Students will identify a health problem and research intervention methods</p>	<p>At least 90% of students will be able to find data related to an existing health problem and how officials are intervening to improve health and pass with a 73% or better.</p>	<p>98% of the students successfully found and reported these data with a 73% or better.</p>	<p>Students successfully demonstrated critical and creative thinking. They were able to find secondary data and interpret those data.</p>	<p>No Action Necessary</p>
<p>Learning Outcome 2: Factors that Influence Health: Students will identify and analyze factors that influence health behaviors.</p> <p>(Professional Development)</p>	<p>Measure 1: Students read about and/or discuss in class a number of health behavior models, positive health behaviors, and environment health issues. Their understanding is measured with course exams.</p>	<p>At least 90% of students will pass course exams with a grade of 70% or better.</p>	<p>86.6% of the students received a 70% or better on the exam.</p>	<p>Students did not successfully identify factors that influence health behaviors.</p>	<p>Exams scores were 3.4% below the threshold set. Faculty for this course will conduct an item analysis of exam questions to evaluate them. In addition, course activities will be reviewed in terms of preparation for the written examinations.</p>

HAS 3230 Health Communication

Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1.A: Understand and implement basic models of communication (Communication)	Measure 1: Current research on interpersonal, personal and organizational communication with group presentation	At least 90% of students will complete the presentation with a grade of 73% or better.	100% of students completed the presentation with a grade of 73% or better.	Students successfully demonstrated communication skills	No Action Necessary
	Measure 2: Assignment 3 review of communication structures in professional clinical setting	At least 90% of students will complete the assignment with a grade of 73% or better.	96% of students completed the assignment with a grade of 73% or better.	Students successfully demonstrated communication skills	No Action Necessary
Learning Outcome 1.B: Demonstrate concepts of emotional intelligence and emotional quotient (Communication)	Measure 1: Assignment 1 self-evaluations	At least 90% of students will complete the assignment with a grade of 73% or better.	98% of students completed the assignment with a grade of 73% or better.	Students successfully demonstrated communication skills	No Action Necessary
	Measure 2: Assignment 2 leadership self-assessments	At least 90% of students will complete the assignment with a grade of 73% or better.	96% of students completed the assignment with a grade of 73% or better.	Students successfully demonstrated communication skills	No Action Necessary
Learning Outcome 2. A: Demonstrate how to be more adaptable and innovative within teams and organizational units (Leadership)	Measure 1: Assignment 3 group projects	At least 90% of students will complete the assignment with a grade of 73% or better.	96% of students completed the assignment with a grade of 73% or better.	Students successfully demonstrated leadership skills	No Action Necessary
	Measure 2: Assignment 4 team interactions. Possible points awarded by group members based on assignment rubrics	At least 90% of students will complete the assignment with a grade of 73% or better.	97% of students completed the assignment with a grade of 73% or better.	Students successfully demonstrated leadership skills	No Action Necessary

Learning Outcome 2. B: Know current behaviors and understand how to have more self-control (Leadership)	Measure 1: SWOT analysis Assignment 2	At least 90% of students will complete the assignment with a grade of 73% or better.	96% of students completed the assignment with a grade of 73% or better.	Students successfully demonstrated leadership skills	No Action Necessary
	Measure 2: Final project	At least 90% of students will complete the final project with a grade of 73% or better.	96% of students completed the final project with a grade of 73% or better.	Students successfully demonstrated leadership skills	No Action Necessary

HAS 3240 Human Resources Development in Healthcare

Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1. A: Describe role and influence of HR in a healthcare setting (Human Resource Management)	Measure 1: All 4 assignments	At least 90% of students will complete the assignments with an average grade of 73% or better.	97% of students completed the assignments with an average grade of 73% or better.	Students successfully demonstrated human resource management skills.	No Action Necessary
	Measure 2: Quizzes	At least 90% of students will average a grade of 73% or better on all course quizzes.	90% of students averaged a grade of 73% or better on all course quizzes.	Students successfully demonstrated human resource management skills.	No Action Necessary
Learning Outcome 1.B: Perform job analysis and create job descriptions (Human Resource Management)	Measure 1: Assignment 1	At least 90% of students will complete the assignment with a grade of 73% or better.	100% of students completed the assignment with a grade of 73% or better.	Students successfully demonstrated human resource management skills.	No Action Necessary
	Measure 2: Assignment 2	At least 90% of students will complete the assignment with a grade of 73% or better.	97% of students completed the assignment with a grade of 73% or better.	Students successfully demonstrated human resource management skills.	No Action Necessary
Learning Outcome 1. C: Determine appropriate employee orientation and training procedures (Human Resource Management)	Measure 1: Assignment 4	At least 90% of students will complete the assignment with a grade of 73% or better.	97% of students completed the assignment with a grade of 73% or better.	Students successfully demonstrated human resource management skills.	No Action Necessary
Learning Outcome 2.A: Understand and develop employee performance appraisals (Performance Improvement and Quality Management)	Measure 1: Assignment 2	At least 90% of students will complete the assignment with a grade of 73% or better.	97% of students completed the assignment with a grade of 73% or better.	Students successfully demonstrated performance improvement and quality management skills.	No Action Necessary
	Measure 2: Final exam	At least 90% of students will complete the final exam with a grade of 73% or better.	97% of students completed the final exam with a grade of 73% or better.	Students successfully demonstrated performance improvement and quality management skills.	No Action Necessary
Learning Outcome 2.B:	Measure 1: Assignment 4	At least 90% of students will complete	97% of students completed the	Students successfully demonstrated	No Action Necessary

Recognize individual employee performance in a clinical or healthcare group setting and manage individual contributions		the assignment with a grade of 73% or better.	assignment with a grade of 73% or better.	performance improvement and quality management skills.	
(Performance Improvement and Quality Management)	Measure 2: Final exam	At least 90% of students will complete the final exam with a grade of 73% or better.	97% of students completed the final exam with a grade of 73% or better.	Students successfully demonstrated performance improvement and quality management skills.	No Action Necessary
Learning Outcome 2.C: Implement HR systems that diversify the workforce and ensure quality employees	Measure 1: All 4 assignments	At least 90% of students will complete the assignments with an average grade of 73% or better.	97% of students completed the assignments with an average grade of 73% or better.	Students successfully demonstrated performance improvement and quality management skills.	No Action Necessary
(Performance Improvement and Quality Management)	Measure 2: Quizzes	At least 90% of students will average a grade of 73% or better on all course quizzes.	90% of students averaged a grade of 73% or better on all course quizzes.	Students successfully demonstrated performance improvement and quality management skills.	No Action Necessary

HAS 3750 Healthcare Financial Administration

Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p>Learning Outcome 1: Demonstrate an understanding of financial reports, the ability to perform a financial analysis, budget variances, long-term financing, and capital budgeting.</p> <p>(Financial Management)</p>	Measure 1: Final exam	At least 90% of students will earn a 73 or higher.	90.1% of students completed the final exam with a grade of 73% or better.	Students successfully demonstrated financial management skills.	No Action Necessary
<p>Learning Outcome 2: Demonstrate an understanding of the differences between non-profit, for-profit, hospitals, clinics, and long-term care.</p> <p>(Financial Management)</p>	Measure 1: Exam 1	At least 90% of students will earn a 73% or higher.	89.9% of students completed exam 1 with a grade of 73% or better.	Students successfully demonstrated financial management skills.	No Action Necessary
<p>Learning Outcome 3: Demonstrate an ability to utilize and apply financial ratios, form conclusions, and make recommendations.</p> <p>(Financial Management)</p>	Measure 1: Final Project	At least 90% of students will earn a 83% or higher.	89.7% of students completed the project with a grade of 83% or better.	Students successfully demonstrated financial management skills.	No Action Necessary
<p>Learning Outcome 4: Demonstrate an ability to communicate financial information.</p> <p>(Financial Management)</p>	Measure 1: Final Project	At least 90% of students will earn a 83% or higher.	89.7% of students completed the project with a grade of 83% or better.	Students successfully demonstrated financial management skills.	No Action Necessary

HIM 3000 Computer Applications in Healthcare

Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p>Learning Outcome 1: Collaborate with teammates in researching several electronic health record (EHR) vendors for a health care setting. Using Critical and creative thinking skills, choose an EHR</p> <p>(Collaboration and Teamwork)</p>	<p>Understand the importance of collaboration in healthcare settings. Create a fundamental specifications for EHR based on scenario (given by instructor).As a group research several EHR, using a ranking tool, choose one EHR and justify.</p>	<p>Students will master collaboration and teamwork purpose at 80% on EHR selection assignment and discussion points.</p>	<p>91.5% of students earned 80% on assignment or higher</p>	<p>Students successfully demonstrated collaboration and teamwork skills.</p>	<p>No Action Necessary</p>
<p>Learning Outcome 2: Demonstrate understanding of healthcare computer systems and applications, IT technology, and healthcare laws pertaining to information systems.</p> <p>(Critical and Creative thinking)</p>	<p>Midterm and final exam.</p>	<p>Students will master IT concepts on exams overall at 75% or better.</p>	<p>88% of students scored an overall 75% or higher on all quizzes and exams.</p>	<p>Students successfully demonstrated critical and creative thinking skills.</p>	<p>No Action Necessary</p>
<p>Learning Outcome 3: Demonstrate professionalism in writing of HIE, Meaningful use, and one computer application within healthcare.</p> <p>(Professionalism)</p>	<p>Several discussion posts are required in online and campus course to assess understanding and conduct of HAS students.</p>	<p>Students will master professional conduct through discussion post writing at a minimum of 80%.</p>	<p>93.3% of students scores 80% or above.</p>	<p>Students successfully demonstrated professionalism skills.</p>	<p>No Action Necessary</p>
<p>Learning Outcome 4: Conduct a security audit at a facility analyzing the administrative, physical, and technical HIPAA security safeguards. A working knowledge of information</p>	<p>Measure 1: Security audit</p>	<p>Students will achieve at least 80% on security audit.</p>	<p>92.6% received a 80% grade or higher on the security audit.</p>	<p>Students successfully demonstrated information technology management skills.</p>	<p>No Action Necessary</p>
	<p>Measure 2: exam scores</p>	<p>Students will achieve at least 75% on exam scores.</p>	<p>88% of students scored an overall 75% or higher on all quizzes and exams.</p>	<p>Students successfully demonstrated information technology management skills.</p>	<p>No Action Necessary</p>

technology will be understood
based on exam scores.

**(Information Technology
Management)**

--	--	--	--	--

HIM 3200 Epidemiology and Biostatistics

Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1.a: Demonstrate university level writing in a research paper/presentation (Communication)	Measure 1: Epidemiologic Analysis Research Project	At least 90% of students will earn a 73% or higher	99% of students completed the assignment with a grade of 73% or better.	Students successfully demonstrated communication skills.	No Action Necessary
Learning Outcome 1.b: Collaborate with teammates in planning and researching a disease, creating a presentation, and presenting the research to the class (Collaboration and Teamwork)	Measure 1: Teamwork grade out of 75 points based on evaluation by teammates and instructor	Measure 1: At least 80% of students will score 53 points or more	99% of students completed the assignments with a grade of 70% or better.	Students successfully demonstrated collaboration and teamwork skills.	No Action Necessary
Learning Outcome 2: Use critical thinking skills to apply epidemiological and statistical methods to solve problems (Critical and Creative Thinking)	Measure 1: Exam and Quiz scores	Measure 1: At least 80% of the students will achieve 70% or higher on the exams and quizzes	95% of students completed the quizzes and exams with a grade of 70% or better.	Students successfully demonstrated critical and creative thinking skills.	No Action Necessary
Learning Outcome 3: Show professionalism in all work completed (Professionalism)	Measure 1: Assignment scores include an specific element for professionalism	Measure 1: At least 80% of the students will achieve 70% or higher on the assignments	99% of students completed the assignments with a grade of 70% or better.	Students successfully demonstrated professionalism skills.	No Action Necessary
Learning Outcome 4: Demonstrate and awareness of community issues related to epidemiology. (Community Awareness)	Measure 1: Exam and Quiz scores	Measure 1: At least 80% of the students will achieve 70% or higher on the exams and quizzes	95% of students completed the quizzes and exams with a grade of 70% or better.	Students successfully demonstrated community awareness skills.	No Action Necessary

HIM 3300 Introduction to Quality Improvement in Healthcare

Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p>Learning Outcome 1:</p> <ul style="list-style-type: none"> - Apply team communication tools such as minutes, quarterly reports, and storyboards as used in quality management functions - Demonstrate effective communication skills through the group project and presentation <p>(Communication)</p>	Measure 1: PI project presentation	At least 90% of students will earn a B or higher	90.5% of students earned a B or higher	The course is meeting this objective	No Action Necessary
<p>Learning Outcome 2:</p> <ul style="list-style-type: none"> - Describe the distinction between organization-wide performance improvement activities and team-based performance improvement activities. - Understand the composition of PI Teams. - Differentiate the roles and responsibilities of team leaders, facilitators, scribes, and members <p>(Collaboration and Teamwork)</p>	Measure 1: Case Study 3	At least 80% of students will score 85% or higher (8.5 points or more)	85.2% of all students earned a score of 8.5 or higher	The course is meeting this objective	No Action Necessary
<p>HIM 3300 Learning Outcome 3:</p> <ul style="list-style-type: none"> - Define and demonstrate how performance improvement activities use and incorporate the various tools (ie. Survey, flowchart, root-cause analysis, occurrence report, benchmarking, etc.) - Differentiate between internal and external customers of the PI process and recognize the reasons why customers' perspectives are important to the PI process. - Identify and discuss the steps in each of the following functions are related components of an organization's quality management: <ol style="list-style-type: none"> i. Case Management ii. Infection Control iii. Risk Management iv. Utilization Management 	Measure 1: PI project presentation	At least 90% of students will earn a B or higher	90.5% of students earned a B or higher	The course is meeting this objective	No Action Necessary
	Measure 2: Midterm and Final Exam	At least 80% of students will earn a composite grade	96.4% of all students earned a composite grade	The course is meeting this objective	No Action Necessary

- v. Environmental care and safety issues
- vi. Practitioner Credentialing
- vii. Pharmacy and Therapeutics
- Define the concept of a sentinel event and discuss how sentinel events can point to important opportunities for improvement in healthcare organizations.
- Analyze data for changes in performance.
- Understand the PI perspectives of accreditation, certification, and licensure organizations.

(Performance Improvement and Quality Management)

HAS 3190 Cultural Diversity in Patient Education

Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p>Learning Outcome 1: Students will demonstrate professional level proficiency in written communication, be able to communicate across health disciplines, and prepare effect reports on health traditions.</p> <p>(Communication)</p>	<p>Measure 1: Students will research and report the health traditions of individuals coming from cultures different than their own. These reports will include an interview with someone from that culture.</p>	<p>At least 90% of students will prepare three written papers on health traditions of people from diverse cultures and receive a 73% or better.</p>	<p>94% of the students successfully found and reported these traditions.</p>	<p>Students successfully demonstrated oral and written communication skills.</p>	<p>No Action Necessary</p>
<p>Learning Outcome 2: Students will investigate the health traditions of a variety of cultures, religions, and world populations. Students will be able to demonstrate an awareness of ecological and social factors that influence health behavior.</p> <p>(Community Awareness)</p>	<p>Measure 1: Students will research and report the health traditions of individuals coming from cultures different than their own. These reports will include an interview with someone from that culture.</p>	<p>At least 90% of students will prepare three written papers on health traditions of people from diverse cultures and receive a 73% or better.</p>	<p>94% of the students successfully found and reported these traditions.</p>	<p>Students successfully demonstrated understanding of diverse health traditions.</p>	<p>No Action Necessary</p>

B. Evidence of Learning: High Impact or Service Learning

If you provide students with high impact or service learning opportunities briefly describe those opportunities and explain how you assess their impact on student learning. This [excerpt](#) from George D. Kuh provides a brief overview of high-impact practices.

Students are required to complete a 200 hour internship with a healthcare organization within the community. All preceptors provide an evaluation and feedback for each student that completes the internship. More than 82% of the students were graded as excellent. The following comments were received directly from preceptors.

Shelley has been a delightful intern! Staff have remarked how easy she is to work with on projects. She understands quickly and is able to work independently on assignments. She consistently presents a professional approach in all her work in the internship and in her daily work with patients and families. I have had managers and directors already wondering how we can keep sharing projects with her when she completes her internship! She has done such a great job with her project she has brought tears to the eyes of some of the leaders who have seen the progress. She has done such a great job with her project she has brought tears to the eyes of some of the leaders who have seen the progress.

Shay is very knowledgeable about how a medical office works. She is very competent on billing, statements and financial policies. She was able to many things on the office side of the office.

Mario was a pleasure to have as an administrative intern. He caught on to items very quickly, was very independent in working on projects and helping the facility. He worked very well with other and learned a lot in his experience. He will do very well in his future endeavors.

Trevor was professional, knowledgeable and willing to work. He accomplished exactly what we set out to do. His written paper critiquing and praising my office was spot on. I appreciated his willingness to talk about both positive and negatives processes her at Gold Cross. It was a pleasure to have him here for the past months.

It was truly a pleasure to serve as Tyler's preceptor. We repeatedly attempted to recruit Tyler to come on active duty as a Medical Service Corps (MSC) officer, as we (myself and the administrative MSC staff) were very impressed with his insight and thought processes

Steven was detail oriented, and met deadlines. He presented on how clinics in the US have responded to emergency situations and how these situations impacted them from a patient access/financial standpoint

Rhet was enjoyable to work with. He displayed an understanding of data analysis in a special assignment. As a result of Rhet's understanding of the data, parts of his summary may be used in a final report that'll be submitted to the federal government.

Rhet was a team player and worked very well with other staff on other projects as assigned. He was always willing to help whenever help was needed. I believe Rhet would be an asset for whatever organization he works for

I enjoyed spending time with Annie. She had great questions, was respectful of my time and accountable for commitments she made. We also had some great discussions related to the paper on Assisted Suicide she was working on

Overall, KC did a fantastic job during his internship. He is a solid candidate to be an Administrator in a long-term care/rehabilitation facility. I am certain he will be successful in the next stage of his career.

Michelle has been a joy to have in this internship position. She is enthusiastic and very likeable. Michele possesses an energetic and "hungry-to-learn" attitude that meshes well with, and well serves, the wide variety of people and projects she worked with while at Ogden Regional. She is charismatic and her "sunny" disposition helps her to be popular and valuable in the work place. She is honest, dependable and dedicated. She is far more detail oriented in her work than she might appear, but could also use some training and more "hands-on" experience with organization and planning. Michelle has learned, and quickly adapted many marketing concepts, strategies and tactics that she did not know when she first came to us. Michelle is interested in pursuing a career in health care administration and will need more experience in the field, but I am certain that she will learn and perform well in the first to mid-stages of this this career. Overall, we were very pleased with Michelle and would consider her for hire in our department.

Ben is a great person who has the ability to work with anyone. He is an intelligent young man and has a bright future. His projects were done professionally and well organized. He communicates very well and is a joy to be around

Patrick did a fantastic job as an intern for us. He was focused, dedicated and worked extremely hard. His projects yielded beneficial results to our organization, and he was a very valued member of our team. I recommend high marks for him and though we're sad to see him go, we're excited for his new job opportunity with Riverton Hospital

Carin did an amazing job. She was a great help to all of the department leaders. She was willing to jump in and help with every task. Carin also did an outstanding job on helping write the Silver Quality Award for the Care Center. It was a very difficult task that she ran with. She was able to inquire information on her own and asked questions that helped her create the first rough draft. It was a very complex project. Carin is also very positive. She at many times complemented staff, and department managers, keeping things upbeat and positive

We really loved having Adriana as one of our interns. She did make it a bit tricky in the fact that she was our first Health Administration student. I had to think outside the box a little more in order to help meet the internship needs but I think this was something we should have done long ago. She has helped me create a more comprehensive program so that other students in Health Administration can apply. I would recommend Adriana for a job based on the quality of work she did for us at the Weber-Morgan Health Dpt.

As a team we have greatly appreciated having Russ as a part of our team. The Internship program for this team was built from the ground-up starting with Russ. He knew this going in, and has risen to the challenge, and hurdles associated along the way. Russ has made a significant contribution in taking this position, and will be missed as he moves on to additional responsibilities.

Thomas has been very open for feedback and guidance and has been a pleasure to work with, he has caught on quickly and has been very diligent in this process to obtain coverage through BCBS – New Jersey Insurance

It was a pleasure having Marquel on our team during her internship. She completed all of her assignments promptly and properly. She was a low maintenance, high yield member of our team

Josh was a great guy to work with, he took his preceptorship seriously and made friends with all the staff. Josh went above and beyond by buying treats for the staff and spending a miserable cold wet day helping us volunteer at the 13 mile mark of the Ogden Marathon hand out water and food to the runners. This was far above what was expected, but he was a great help and he was much appreciated. Josh has a good job now and I feel he will succeed in whatever job he decides to work in. Josh wanted us to succeed in our employee survey, so he helped us find ways to engage them. Currently we are still taking the survey (it is open till June 30th) and we will not be notified of the results till late July. We have over 80% of our staff that have completed the survey and think it is going well. He suggested we do a team building activity in staff meeting, so we broke into groups based on color of personality we are then had discussions about what makes us the same in our color groups.

Stephanie has a wonderful work ethic and was a pleasure to have in the Center. She is a highly motivated individual with a “can do” attitude, is flexible, very team oriented and a self- started. I cannot express enough how enjoyable it was to work with her and to watch her growth in Emergency Management.

Nate has been a pleasure to have as an employee. He is always considerate when talking with families of children with disabilities, and was firm and direct with the insurance companies to attain the goal. He has trained and continues to mentor others who have questions. He has really grown in to this position he is in and requires minimal instruction to complete assigned tasks.

Appendix A

Weber State University
Health Administration Services
Action Plan - Academic Year 2014-2015

Review Committee Recommendation	Response	Action Date	Status
The Committee recommends that the program list program goals and objectives under the mission statement (and not just in the assessment plan).	The faculty concurs that the inclusion of program goals and objectives under the mission statement is appropriate and would highlight the specific measures of success in meeting the mission. A copy of current program goals and objectives are included in Appendix C.	12/31/15	
The committee recommends that the standard University format be followed by the program. While the self-study indicated the last assessment period, there was no indication of how regularly assessment would occur.	The faculty concurs that the self-study should be written in the standard format approved by the university. In addition, a regular assessment of program goals and objectives needs to be conducted in order to determine the success of the program. The Program Director will review the current program goals and objectives with faculty, identify any necessary changes, and develop an appropriate schedule of assessment based upon the updated goals and objectives. This assessment plan will be completed as part of the regular university schedule.	11/15/15	
Competencies should tie directly to the curriculum. Committee members noted that the self-study document met AUPHA professional standards but lacks the depth and rigor that is expected by the University.	The faculty agrees that competencies should be aligned with the curriculum. Appendix A includes an updated curriculum map that identifies competencies within each course. Appendix B provides a specific measure of competencies within each course. Courses will be evaluated every two years.	10/1/15	Completed
The committee noted that there was a consistent theme for the need for additional faculty and space.	The faculty will continue to work to identify and coordinate the resource needs of the program with the Department Chair and Dean. Resource needs will be evaluated based upon a continued evaluation of program admissions criteria, including a critical path assessment,	Ongoing	
The committee recommends that the standard University format be followed by the program. The current curriculum grid does not include information on how often/when each course is offered.	The faculty agrees that the standard University format should be followed by the program for the curriculum map. An updated curriculum grid has been included in Appendix D to show the schedule of course offerings.	10/1/15	Completed

Students suggest having some form of administrative internship or experience during the first year would be helpful.	The faculty will discuss this suggestion during the fall semester 2015, and identify an appropriate experience that would enhance program goals and objectives if deemed appropriate by the faculty. Once an appropriate experience is identified, appropriate planning will be conducted to add the experience to the program. The identification of an appropriate experience will occur prior to December 31, 2015. The planning of the experience will occur between January 1, 2016 and May 1, 2016, with implementation to being Fall 2016.	12/31/15	
The committee recommends that the standard University format be followed by the program for curriculum competency depth. Committee members noted that it meets AUPHA professional standards but lacks the depth and rigor that is expected by the University. The program should indicate to what depth each competency is addressed in each course.	The faculty agrees that the standard University format should be followed by the program. Appendix A provides a curriculum map that establishes the level of competencies taught in each course that is in the WSU format.	10/1/15	Completed
Although not specifically addressed with a recommendation, the Committee identified curriculum assessment as a concern because specific measures, frequency measured, and evaluation were not identified in the self-study.	Appendix B has been provided to identify the appropriate measure of student outcomes for each course. This matrix will be updated during each course evaluation based upon the schedule listed above. Updated information will include the results of student outcome measurements, evaluation of meeting course objectives, and any revisions in the course necessary to meet the goals and objectives of the course or program.	11/15/15	
With rapid program growth in the program the faculty may need to consider changing the policy on open enrollment. The program may also want to consider a formal method of assessing advising effectiveness, conducted on a periodic basis.	The faculty agrees that the policy on open enrollment needs to be addressed. One solution that has been recommended by the faculty is to increase the minimum program GPA from 2.5 to 2.75. This will be discussed by the faculty at our opening fall department meeting and then a curriculum proposal will be made to the college and university curriculum committees if necessary. The faculty will discuss this issue further during strategic planning sessions to be held Fall 2015. The results of this discussion will be finalized prior to December 31, 2015 and implemented Fall 2016.	11/15/15	
Students suggested that student orientations be held more often.	The faculty agree this is a good idea and will discuss the details of developing and scheduling an orientation session for all department majors twice a year. This decision will be made during the opening department meeting and we will try to schedule something early in September, 2015. This issue will discussed further during strategic planning sessions during Fall 2015. Discussions will include appropriate topics such as academic advising, career services, and student resources.	10/1/15	Completed 9/2015

The program should demonstrate efforts to achieve demographic diversity in its faculty. Report did not include this information in the self-study. The committee rated this on / observation only.

Faculty believes that diversity is representative of the demographics of the population in the local market; however, we are aware of the benefits of employing a diverse faculty. We have tried to recruit diverse candidates to fill our open positions, but our salary limitations have made this difficult. During our hiring process in the 2014-2015 academic year for two open positions, we had two candidates with diverse background – one withdrew for personal reasons and one withdrew due to our salary range. Although the current faculty does not represent individuals with diverse races or ethnicity, we do have a good mix of male and female faculty members.

Information should be obtained on adjunct faculty teaching and evaluation.

Current course evaluations are conducted for all Health Administrative Services courses, including adjunct faculty. The department chair and program director reviews each of the course evaluations for all adjunct faculty members. If there are issues noted in the evaluation, either the program director or the department chair will address these with the adjunct in person or by telephone. Adjunct faculty are invited to the adjunct faculty retreat provided by the Teaching and Learning Forum annually.

1/31/16

Additional narrative:

Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty	
Headcount	
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	
Full-time Tenured	0
Full-time Non-Tenured (includes tenure-track)	1
Part-time	0
With Master's Degrees	
Full-time Tenured	
Full-time Non-Tenured	2
Part-time	3
With Bachelor's Degrees	
Full-time Tenured	
Full-time Non-tenured	
Part-time	
Other	
Full-time Tenured	
Full-time Non-tenured	1
Part-time	1
Total Headcount Faculty	
Full-time Tenured	
Full-time Non-tenured	4
Part-time	4

Please respond to the following questions.

- 1) Based on your program's assessment findings, what subsequent action will your program take?

Program faculty has adopted the recommend action for each of the courses assessed. Implementation of the recommendations will occur over for the next semester that the course is taught. In addition, productive conversation has evolved around overall course improvement and adaptation to the increased demands of the online environment. Increase collaboration is occurring regarding the curriculum within the program. Also, faculty "leads" will be assigned to coordinate each course.

- 2) Are there assessment strategies within your department or program that you feel are particularly effective and/or innovative? If so, what are those strategies and what do you learn about your students by using them?

Evaluations from internship preceptors provide an independent evaluation of student competencies and performance. This provides us with reliable and valid data regarding the development of concepts, knowledge, and skills necessary for student success within the Health Administrative Services industry.